DOCUMENT RESUME

ED 202 547 JC 810 321

AUTHOR	Mackey, Dianne Dee; And Others
TITLE	Health Instruction Packages: Behavioral Science.
INSTITUTION	League for Innovation in the Community Coll., Los Angeles, Calif.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	77
NOTE	63p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Allied Health Occupations Education; *Behavior Patterns; *Communication Skills; *Individual Needs; *Interaction; *Interpersonal Competence; Learning Modules; Reinforcement; Responses; *Verbal Communication
IDENTIFIERS	*Health Instruction Exchange; Maslows Hierarchy of Needs; Operant Behavior; Reflecting (Communication); Respondent Behavior; Restating (Communication)

ABSTRACT

These four learning modules present text and exercises designed to help allied health students understand various elements of positive interaction with people. The first module, "Maslow's Hierarchy of Needs" by Dianne Mackey, defines human needs, presents Maslow's theories, and helps the learner identify behaviors that reflect the presence of specified needs. The second module, "Two Types of Behavior: Operant and Respondent" by Michael J. Paulus, teaches students to distinguish between these two types of behavior and recognize the elements of each in their own behavior. The third module, "Reflecting: A Communication Tool" by Wanda L. Carpenter, teaches the learner to direct back to a message-sender all of the statements that he or she has just made in a manner that will encourage him or her to go on. The fourth module, "Restating or Verbalizing Implied Thoughts and Feelings" by Wanda L. Carpenter, teaches the learner to repeat the main idea implied by the person with whom he or she is talking. Each module states its overall and specific learning objectives and its estimated working time (between 20 and 30 minutes). Exercises are followed immediately with feedback pages and each module concludes with a post-test and accompanying answer key. (AYC)

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HEALTH INSTRUCTION PACKAGES:

Behavioral Sciences

Modules prepared by:

Dianne Dee Mackey
Michael J. Paulus
Wanda L. Carpenter

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JC 810 321

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MASLOW'S HIERARCHY OF NEEDS

by

Dianne Dee Mackey

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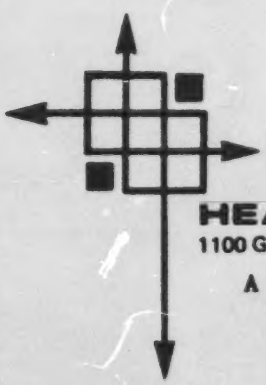
TITLE OF PACKAGE:	Maslow's Hierachy of Needs
AUTHOR:	Dianne Dee Mackey
INSTITUTION:	West Valley Community College Saratoga, California
INTENDED STUDENTS:	Allied Health Students
ESTIMATED WORKING TIME:	30 minutes
MATERIALS NEEDED:	Communications and Relationships in Nursing, Maureen J. O'Brien. C.V. Mosby Co.; Toward A Psychology of Being, 2nd Ed., Abraham H. Maslow. Van Nostrand Reinhold Co.
REVISED:	June 15, 1977



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INTRODUCTION

The process of positive interaction with individuals in any setting involves a tremendous amount of insight into the human behavioral system. For the healthworker involved with clients in any setting, this type of insight is critical for optimum health care. In order to better assist the healthworker in recognizing behavior and its manifestations as indicators of either overt or covert human needs, I have developed this unit of instruction relating Abraham H. Maslow's Theory of the Hierarchy of Needs. It is the purpose of this unit to give the healthworker a guide with which to better evaluate the client's basic needs and having evaluated, aid the client in a more productive manner to meet such needs. It is also hoped that the healthworker, as an individual, with needs herself, will also gain greater insight into her own behavior.

Turn to the next page and read the objectives for the unit. At the end of this unit you should be able to successfully meet those objectives.

OBJECTIVES OF UNIT

Overall Objective

Given a description of an individual's behavior or while interacting with an individual, identify the individual's basic needs which have priority at that time.

Sub-Objectives

At the completion of this unit you will be able to:

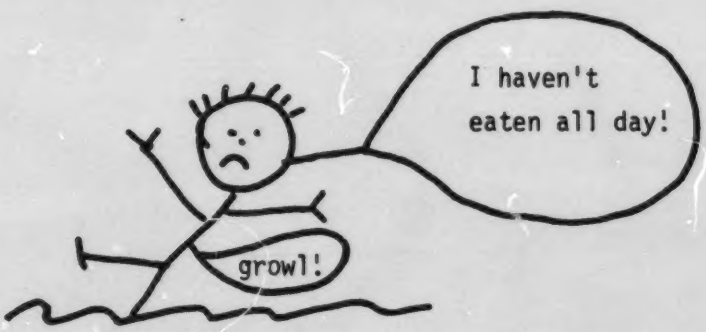
1. Define what is a human need.
2. Recognize three characteristics which are utilized in order to determine what a basic human need is based on Maslow's discussion of need.
3. List in order Maslow's five Hierarchy of Needs.
4. Identify two descriptions for each of Maslow's five Hierarchy of Needs.
5. Given a specific need, identify two behaviors that reflect the presence of that need.
6. Given a description of an individual's behavior, identify the individual's basic need.

NOW, PROCEED TO EXERCISE #1.

PRACTICE EXERCISE #1

The following is a definition of a human need demonstrating the three major components which you must be able to recall.

"Any lack or deficiency which is felt by the individual to be adverse to his welfare, disrupts his state of equilibrium, and produces a relative degree of discomfort."



Practice Question #1

Identify the three components of a human need from the list below:

1) Any lack of deficiency felt by the individual to be adverse to his welfare
2) Human needs are variable
3) Disrupts the individual's equilibrium
4) Produces a relative degree of discomfort
5) Are easily identified

Feedback

The three major components of a basic human need are:

1)

3)

4)

Super! You got it! Move on to the next section!

PRACTICE EXERCISE #2

In order to be able to recognize the deficiency characteristics as Maslow has described them in relation to basic human needs:

Read TOWARD A PSYCHOLOGY OF BEING

Second Edition, A. Maslow

Top of Page 22

Practice Question #2

According to Maslow's Hierarchy of Needs, every individual has basic human needs. Indicate which of the following are characteristics of the needs he describes:

1) Under certain conditions it is preferred over other satisfaction
2) It is wanted above all else
3) It is demonstrated by a conscious or unconscious yearning and desire
4) Its absence breeds illness
5) It is necessary for existence

Feedback

The correct answers are:

1)

3)

4)

Move on to the next section!

PRACTICE EXERCISE #3

Understanding Maslow's Hierarchy of Needs can help you gain greater insight into yourself and your clients. Maslow's theory places emphasis on the fact that basic needs must be met in order to move up the ladder to self-actualization.

Read the list of Maslow's Needs at the top of Page 7 in COMMUNICATIONS AND RELATIONSHIPS IN NURSING by Maureen J. O'Brien.

Practice Question #3

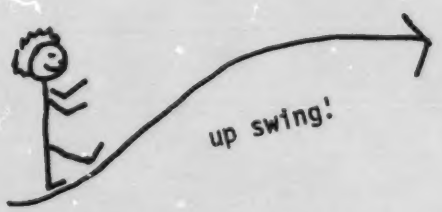
Now practice listing Maslow's Needs in order on a separate sheet of paper. When you are able to do that, test yourself here:

	Maslow's Hierarchy of Needs
5)	
4)	
3)	
2)	
1)	

Feedback

	Maslow's Hierarchy of Needs
5)	self-actualization
4)	esteem need
3)	love and belonging need
2)	safety and security need
1)	physiological need

Super, your knowledge is on the



Proceed on to the next section.

You are now familiar with Maslow's Needs. In order to have an understanding of those needs, read pages 6 through 15 in COMMUNICATIONS AND RELATIONSHIPS IN NURSING. Focus on the descriptions Maslow gives for each of his needs. You will also be asked in later practice questions to identify behaviors indicative of specific needs and to recognize these needs in a hypothetical situation.

Practice Question #4

Below are listed Maslow's Hierarchy of Needs. Try to match the descriptions in Column I. with the needs in Column II.

Column I.	Column II.	
a) sameness	___ ___	5) self-actualization
b) affection		
c) self confidence	___ ___	4) esteem need
d) identity		
e) trustworthiness	___ ___	3) love and belonging need
f) food		
g) fulfillment	___ ___	2) safety and security need
h) kindness		
i) sexual satisfaction	___ ___	1) physiological need
j) success		

Feedback

The correct match for the needs are the following:

d g 5)

c j 4)

b h 3)

a e 2)

f i 1)

If you got most of these correct, go on to the next section!

PRACTICE EXERCISE #5

You now have more information in order to develop further insight into individual behaviors as related to needs. If necessary refer back to the behaviors in the examples given in Pages 6 through 15 COMMUNICATIONS AND RELATIONSHIPS IN NURSING.

Practice Question #5

See if you can identify one behavior listed below which is an example of the need indicated on the left.

____a) physiological

____b) love and belonging

____c) safety and security

____d) esteem

1) irritable whenever spoken to

2) continual wringing of hands

3) Continual "name dropping" in conversations

4) ringing for nurse every few minutes

5) refuses any nursing care this morning

6) constantly questions any procedure

7) vomits up after each meal

8) continual giving of gifts to staff

9) boasting to staff

10) disregards medical regimen for reduced activity

The answers possible for the following are:

a) 1 or 5

b) 8 or 4

c) 6 or 2

d) 9 or 3

If you got most of the answers correct, Great! This was one of the high hurdles in the unit!!

Go on now to the last section of the unit!!

PRACTICE EXERCISE FOR OVERALL OBJECTIVE

Once again refer back to your reading in COMMUNICATIONS AND RELATIONSHIPS IN NURSING, pages 6 through 15. Concentrate now on the examples given for each need.

Practice Question #6

1. Mrs. Johnson has just returned from physical therapy. She is sitting in her bed with her head resting on her pillow, eyes closed. Nurse enters room.

   Nurse: "Well, Mrs. Johnson, you're finally back! We'll have to get started with your bath and morning care."

   Mrs. J: "Can't we do it later?"

   Nurse: "No. This is really a busy morning!"

   Mrs. J: "Well, that's too bad! I'm not doing anything right now!"

Can you identify the need Mrs. Johnson is demonstrating?

Feedback for Practice Question #6

Physiological Need to rest after a tiring morning.

If you got most of the answers correct on the practice questions, you are probably ready for the Post-Test. Take the test on the next page. Check your answers with the key that follows the Post-Test.

POST-TEST

1. What are the three major components of a human need?

_____

_____

_____

2. Of the following, which three are considered characteristics of basic human needs?

   a. its absence breeds illness

   b. it is wanted above all else

   c. it is necessary for existence

   d. it is demonstrated by a conscious or unconscious yearning and desire

   e. under certain conditions it is preferred over other satisfactions

3. List, in order, Maslow's Five Hierarchy of Needs.

	Maslow's Hierarcy of Needs
5.	
4.	
3.	
2.	
1.	

4. Select two descriptions for each of Maslow's Five Hierarchy of Needs as you have listed above.

a) sameness
b) affection
c) self confidence
d) identity
e) trustworthiness
f) food
g) fulfillment
h) kindness
i) sexual satisfaction
j) success

5) ____ ____
4) ____ ____
3) ____ ____
2) ____ ____
1) ____ ____

5. Identify one behavior which reflects the presence of the following needs:

____a) physiological
____b) love and belonging
____c) safety and security
____d) esteem

1) irritable whenever spoken to
2) continual wringing of hands
3) continual "namedropping" in conversations
4) ringing for nurse every few minutes
5) refuses any nursing care this morning
6) constantly questions any procedure
7) vomits up after each meal
8) continual giving of gifts to staff
9) boasting to staff
10) disregards medical regimen for reduced activity

6. Mr. Peterson is a 50 year old man admitted with an acute heart attack. He is recently moved from the coronary care unit to a routine care unit. He refuses to increase any of his daily activities. Each time he is to get up and sit in a chair, he experiences severe chest pain, requiring medication and oxygen. The EKG shows no evidence of any further heart muscle damage. What is the major need evidenced by Mr. Peterson as related to Maslow's Hierarchy of Needs?

ANSWERS TO POST-TEST

1. A human need is any lack or deficiency felt by an individual to be adverse to his welfare, disrupts his state of equilibrium and produces a relative degree of discomfort.

2. a, d, and e

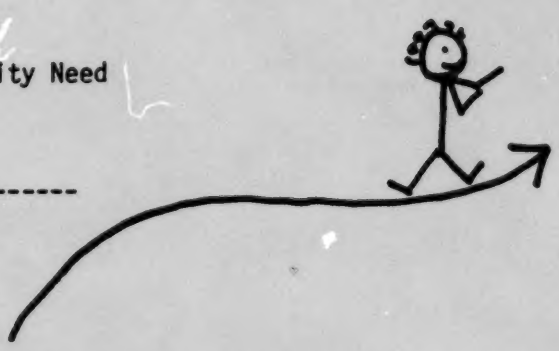
3. 5. self-actualization
   4. esteem need
   3. love and belonging need
   2. safety and security need
   1. physiological need

4. 5. d-g
   4. c-j
   3. b-h
   2. a-e
   1. f-i

5. A. 1 or 5
   B. 8 or 4
   C. 6 or 2
   D. 9 or 3

6. Safety and Security Need

Super! You made it ------



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TWO TYPES OF BEHAVIOR: OPERANT AND RESPONDENT

By

Michael J. Paulus

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TITLE OF PACKAGE:	Two Types of Behavior: Operant and Respondent
AUTHOR:	Michael J. Paulus
INSTITUTION:	West Valley College, Saratoga, Calif.
INTENDED STUDENTS:	Mental Health, Psychology
ESTIMATED WORKING TIME:	30 Minutes
MATERIALS NEEDED:	None
REVISED:	August 1, 1977

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INTRODUCTION

In understanding behavior it is important to understand the two kinds of behavior: operant and respondent. This distinction between behaviors may help you to form a solid foundation in the evaluation, prediction, and treatment of human behavior.

By distinguishing the difference between operant and respondent behaviors, one begins to identify the significance learning has on human behavior.

This learning package is designed to give you the definitions and elements of operant and respondent behavior. You will also be given the opportunity to practice making the distinctions between your own and other's operant and respondent behaviors.

OBJECTIVES OF UNIT

Upon completion of this unit, you will be able to distinguish between operant and respondent behaviors and know the elements of each. You will:

define and give three examples of respondent behavior

define operant behavior

define reinforcement

define punishment

give three examples of your own operant behavior

given four examples of respondent and operant behaviors, distinguish the difference with 100% accuracy.

PRACTICE EXERCISE 1

We are going to be studying two types of behavior, respondent behavior and operant behavior.

Respondent behavior is defined as involuntary, unlearned, reflexive behavior in which a specific stimulus(S) automatically elicits a specific behavioral response (R), i.e., S - R behavior.

Practice Question 1

Define respondent behavior in your own words.

Feedback

Please reread your answer and determine if you included the complete definition of respondent behavior: involuntary, unlearned, reflexive. Remember, a specific unlearned stimulus automatically elicits a specific response, i.e., S - R behavior

PRACTICE EXERCISE 2

An example of respondent behavior would be placing a piece of meat on a hungry dog's tongue. The dog then immediately salivates. In this example, the meat is the stimulus (S) which automatically elicits a response (R), the dog's salivation.

Place your finger into a one-day-old infant's hand (S); the infant will grasp your hand (R).

An air blast into your eyes (S) automatically elicits eye blinking (R).

Practice Question 2

Give three examples of respondent behavior.

Feedback

Please reread your answer. Remember the stimulus must automatically elicit a reflexive behavior.

STIMULUS	→	RESPONSE
(vinegar on tongue)		(salivation)

Your examples are correct if they are of involuntary, unlearned, reflexive behavior in response to specific stimuli.

PRACTICE EXERCISE 3

Operant behavior is defined as emitted behavior which is controlled by its consequences. That is, R - S behavior.

Look around you right now. Are there other people around? If so, you are probably able to see hundreds of operant behaviors because operants are any behavior which occurs (except for respondent behavior) which is controlled primarily by what happens immediately after it.

For example, if the behavior is someone telling a joke, he/she will tell the joke again depending upon the consequent event. In this case, the consequent event is whether or not someone laughed at the joke.

Concentrate on the definition and we will describe more operants in a moment.

Practice Question 3

Define operant behavior in your own words.

Feedback

Now, that wasn't so bad, was it! Please reread your answer. If you included that an operant behavior is emitted behavior controlled by its consequences (R - S behavior), you are right on!

Let's now look at some more examples of operant behavior.

PRACTICE EXERCISE 4

Operant behaviors are limitless. Before we take a look at the consequences which determine whether or not an operant will continue, let's list some behaviors with their corresponding responses.

Let's call Behavior, B, and Stimulus Response, S. The behavior of sitting (B) for three hours usually results in a sore _____(S). Write in the stimulus response. Right on! A sore fanny!

When you knock on a door (B), the door is usually _____(S) Correct! Opened!

Turning the key (B) in your car ignition usually results in what consequent response? _____(S). Right again! The engine starts!

When you smile (B) at someone, they usually _____(S). Right! They smile back!

Practice Question 4

Please give three examples of your own operant behaviors and label the behavior (B) and the stimulus response (S).

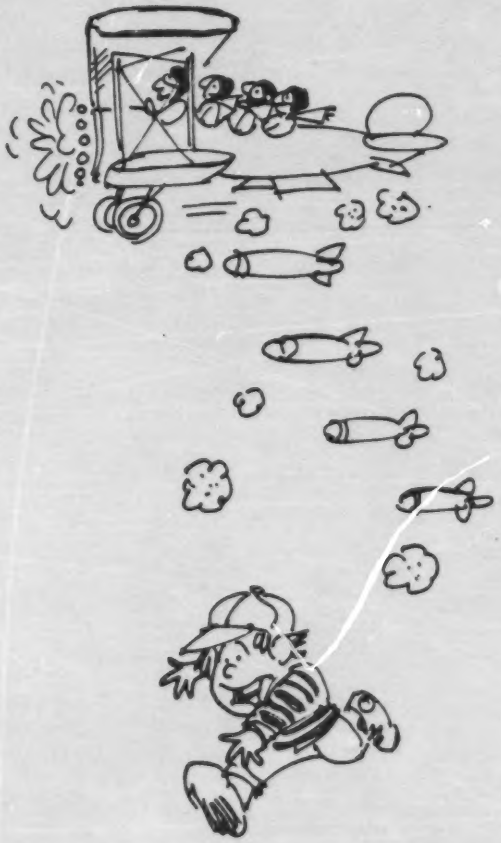
PRACTICE EXERCISE 4 (Cont.)

Feedback

If your answer spelled out a specific behavior followed by the specific response to that behavior, you are on the right track!

Remember! With operant behavior, the emitted behavior comes first and the stimulus response immediately follows. Respondent behavior occurs when a specific stimulus automatically causes or _____ (write the answer) the response. (answer: elicits)

Now, you can see why we say most behavior is learned. We are constantly bombarded by operant behaviors.



PRACTICE EXERCISE 5

In operant behavior, the behavior will either increase or decrease depending on the consequence. Let's now look at the two major consequences: Reinforcement and Punishment

Reinforcement is defined as any specific event which when it <u>follows</u> that behavior, it <u>increases</u> that behavior. Remember, the emphasis is on the frequency of the behavior. Again, if the behavior increases after a specific stimulus, then that stimulus is a _____. Right! Reinforcement.

Here is an example for you:

> Mrs. A Gives her son a cookie to keep him from crying. Now, guess what! Right! Little Johnny cries when he wants a cookie. Therefore, the cookie served as a reinforcement because Johnny's crying increased or decreased? Right on! It <u>increased</u>.

<u>Practice Question 5</u>

Define "reinforcement" in your own words.

<u>Feedback</u>

Please reread your answer. You are correct if you stated that a reinforcement is <u>any event</u> which <u>increases</u> that behavior it follows.

PRACTICE EXERCISE 6

Punishment is defined as any stimulus event which immediately follows a specific behavior and decreases or stops that behavior. Consider the following example:

Mrs. B hugged her 10-year-old, Bob, in front of his two boyfriends. Bob no longer brings his friends to his house. Restated, the behavior response (R) of Bob bringing home two friends was immediately followed by a hug from his mother (S). The hug is therefore a punishment, since it stopped the behavior, i.e.,Bob bringing two friends to his house.

Practice Question 6

Define "punishment" in your own words.

PRACTICE EXERCISE 6 (Cont.)

Feedback

Please reread your answer. Remember, anything which immediately follows a specific behavior, which decreases or stops that behavior, is a punishment.

As a final example before you try the post-test:

Assume you have a friend who always smiles on seeing you. Then one day, you see him, he smiles and you present him with $1,000. Now for whatever reason, he no longer smiles when he sees you. The act of giving him $1,000 is defined as a punishment simply because your friend no longer smiles on seeing you. The frequency has decreased.

POST-TEST

1. Define respondent behavior:

2. Give three examples of your own respondent behavior:

   a.

   b.

   c.

3. Define operant behavior:

4. Give three examples of your own operant behavior. Label the behavior response.

   a.

   b.

   c.

5. Define reinforcement:

6. Define punishment:

POST-TEST (Cont.)

State if the following are either RESPONDENT or OPERANT behaviors:

7. A knee jerk _____ .

8. Mother gave Jimmy a cookie after he had a temper tantrum.

_____ .

9. John rang the doorbell and the door opened. _____

_____ .

10. Steve removed his hand when he touched the hot stove.

_____ .

POST TEST ANSWER KEY

1. Respondent behavior is involuntary, unlearned, reflexive behavior in which a specific stimulus automatically elicits a specific response. i.e., S - R.

2. You may have written some of the following or similar examples: Knee reflex; eye blinking after a blast of air; loud, sudden noise elicits startled response; bright lights in eyes result in pupil contraction; lemon juice on the tongue results in salivation.

3. Operant behavior is emitted behavior which is controlled by its consequences. Behavior will increase or decrease depending upon the reinforcing or punishing events which immediately follow the behavior, i.e., R - S.

4. Your examples may include or be similar to:
   When I knock on the door (R), the door opens (S).
   When I waved good-bye (R), she waved at me (S).
   When I said (R) hello, she said hello (S).

   Remember: operant is any behavior which is followed by a specific stimulus.

5. Reinforcement is a stimulus event which increases the frequency of a behavioral response. The stimulus immediately follows a specific behavior.

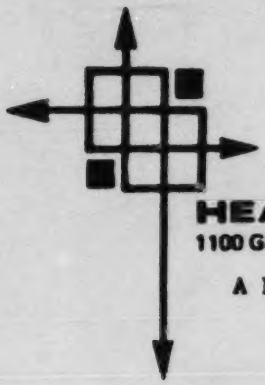
6. Punishment is a stimulus event which, when immediately follows a specific behavior, decreases or stops that behavior.

7. Respondent

8. Operant

9. Operant

10. Respondent



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REFLECTING: A COMMUNICATION TOOL

by

Wanda L. Carpenter

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REFLECTING: A COMMUNICATION TOOL

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Wanda L. Carpenter

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TITLE OF PACKAGE:	Reflecting: A Communication Tool
AUTHOR:	Wanda L. Carpenter
INSTITUTION:	West Valley Joint Community College, Saratoga, Calif.
INTENDED STUDENTS:	Beginning Health Career Students
ESTIMATED WORKING TIME:	25 minutes
MATERIALS NEEDED:	A person to speak with during post test
REVISED:	May 12, 1977

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INTRODUCTION

Communicating effectively with another person can be among the most satisfying experiences in your life.

We learned how to communicate from those with whom we had contact at an early age. Most of us need to examine our interactions with others from time to time.

Do we communicate openly and honestly?

Do we allow and encourage others to communicate with us openly and honestly?

Do our interactions say "Hey--you're OK." "I want to hear what you have to say."

Do you ever find yourself in this game..."GOODMORNINGHOWAREYOUIAMFINE."

You can change this pattern--not over night and not in this 30-minute lesson, but you can change it.

REFLECTING is <u>one</u> sensitive response or communication tool. This unit will teach you how to use reflecting. Remember, it is only one of many sensitive responses. If you find this one helpful, I hope you will seek out additional units in this area.

As with any learned response, reflecting can be overused. Do not use it to the point of sounding obvious.

OBJECTIVES OF UNIT

Overall Objective

After you complete this unit, you will be able to use reflecting as an effective communication tool.

Sub-Objectives

1. You will be able to define reflecting.
2. You will be able to differentiate between reflecting and restating.
3. You will be able to select the reflecting responses from a list of responses to a statement.
4. You will be able to write an example of reflecting in response to a given statement.
5. You will demonstrate the use of reflecting in a short role-playing situation with another student.
6. You will incorporate the reflecting technique into future interactions with others.

Reflecting is directing back to the message sender all of, or the key words in, the statement the sender has just made. The statement is repeated or slightly rephrased to encourage him to go on.

Reflecting differs from restating in that restating is directing back the main IDEA expressed. The same words or praphrasing are not used in restating.

Reflecting is non-judgmental. It lets the other person know you are listening to what he is saying and returns the initiative to him. It also gives him an opportunity to fully consider and if desired, expand upon his remarks.

Practice Question 1

1) From the following definitions, select the one which you think most describes reflecting.

   ____ a. Repeating the main idea expressed.

   ____ b. Verbalizing what is perceived.

   ____ c. Directing back to the other individual all or part of his statement.

2) Mark the following statements true or false.

   ____ a. Restating and reflecting are the same.

   ____ b. Restating and reflecting are easily confused.

   ____ c. Reflecting involves expressing ideas rather than words.

3) Write a brief description of reflecting. _____

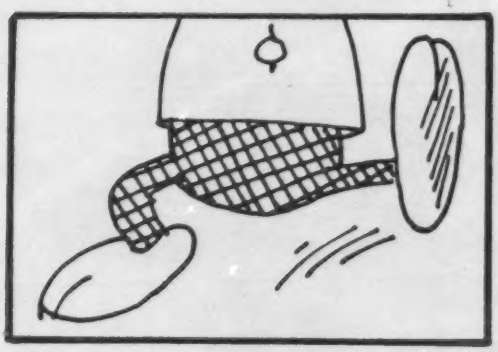
   _____

1) The correct answer is c.

2) a is false, b, c, and d are all true.

3) All or part of a person's statement is repeated or slightly rephrased.

How did you do? All three correct? If yes, take a GIANT step forward.



If our answers do not agree, please reread the section.

One way to tell the difference between reflecting and restating is to remember that reflecting is a mirror situation. It mirrors or reflects <u>exact</u> words. Restating, on the other hand, <u>re states</u> the original thoughts, using different words as our friends below demonstrate.

REFLECTING

RESTATING

REFLECTING

REFLECTING

<u>Practice Question 2</u>

Practice time again!! Remember, almost all behavior is learned and only through conscious effort can we change.

1) In response to the statement "I am so confused, my husband is gone, the kids are all sick, my check didn't come, what do you think I should do?" Which of the following would represent reflecting?

_____a. Your husband is gone, the children are sick. . .

_____b. What do you think you should do?

_____c. You appear very upset.

_____d. You are upset and you don't know what to do.

2) Write at least two other examples of reflecting in response to the statement in question number one in this practice exercise.

a. _____

b. _____

1) If you checked a and b you are grasping the concept.
(c and d are examples of verbalizing implied thoughts or feelings.)

2) There are several responses you could list. If your responses contain words or paraphrased words from the original statement, give yourself + and go on.

People react differently when you respond in a way that they may not be accustomed to. We are used to giving advice, answering questions that are not really questions, taking the initiative away from the initiator.

People will interact more openly and honestly if you let them know "It's OK," "I do care," or "I am interested."

Reflecting is one method of giving them the opportunity to go on ....

Practice Question 3

Now---You have an opportunity to try out what you have learned. Select a person nearby who has a few minutes to spend with you. Initiate the conversation with the following statement.

"How do you feel about . . . . . ?"

When they answer you, use reflecting in your response back to them.

Write down what their answer was and what your response was.

_____

_____

_____

What was their reaction (to your response)? _____

_____

What did they do or say next? _____

_____

_____

The individual probably responded with something like "I hate it," "I really like it," "I can't get into it," "It's for the birds," or a similar statement.

1. Did your response include words or paraphrased words from the person's statement?
2. Did the other person express more about his feelings after your response?

If both 1 and 2 are yes, you are nearly ready for the post test!

PRACTICE EXERCISE FOR OVERALL OBJECTIVE

Changing our behavior does not occur without conscious effort. We must practice. We did not learn to behave this way in a day and we will not learn to change in 30 minutes.

Reflecting is one communication tool which can assist in increasing the effectiveness of our interactions with others.

Practice Question

This exercise you cannot complete today. It is hoped that you will follow through with it for the next seven days.

Whenever the opportunity arises (be careful, don't overdo it) use reflecting in your interaction with others. A practice sheet is attached for your use.

At the end of your seven days (and in between, too), look back at the interactions you have had. Did you notice any change in the way people responded to your interaction? If you did, keep it up. It will soon become incorporated as an integral part of your behavior. Your interactions with others will become more meaningful and you will feel good.

After all, isn't that what it's all about?

Time for your POST-TEST.

POST-TEST

Total points: 15

5 points

1. Define reflecting. _____

_____

_____

2 points

2. Check the responses that represent reflecting to "I am frightened."

____ a. Are you saying that you have a fear of something?

____ b. You are so frightened.

____ c. Frightened?

____ d. How long have you felt like this?

4 points

3. Write two examples of reflecting in response to the statement "I am so angry with John."

_____

_____

4 points

4. With a classmate, do a short role-playing situation. Start the conversation with the statement, "How do you feel about the way they grade at this school?"

Use a reflecting response to your classmate's answer. Record his answer and your response below. Indicate whether or not he continued the conversation after your response.

_____

_____

_____

POST-TEST

Non-graded

This information will be used to revise and improve this unit. Your input can assist with this.

5. I found this unit (please check)

   _____ a. interesting

   _____ b. useful

   _____ c. boring

   _____ d. helpful

   _____ e. confusing

6. I will will not use this technique in my future interactions.
   (cross out)

7. Other comments you wish to make. _____

   _____

   _____

ANSWERS TO POST-TEST

1. Reflecting is to repeat/direct back to the message sender all of, or the key words in, the statement he has just made.

2. b and c

3. Possible answers

   So angry?

   Angry?

   With John....

   John?

   You are angry with John....

4. Individual criteria to use:

   Statement given was used.

   Response was example of reflecting.

5. - 6. - 7. The author hopes you had a positive response to this learning unit and that you made candid comments that will be helpful in revision.

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A PROJECT OF THE LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE

RESTATING OR VERBALIZING IMPLIED THOUGHTS AND FEELINGS

By

Wanda L. Carpenter

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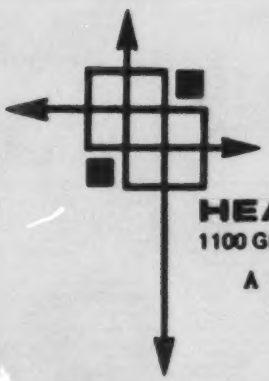
TITLE:	Restating or Verbalizing Implied Thoughts and Feelings
AUTHOR:	Wanda L. Carpenter
INSTITUTION:	West Valley College, Saratoga, Calif.
INTENDED STUDENTS:	Consumers; beginning health career students
ESTIMATED WORKING TIME:	20 minutes
MATERIALS NEEDED:	None
REVISED:	Nov. 1, 1977



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INTRODUCTION

Interpersonal communications is the attempt to understand the other person's point-of-view, from his frame of reference--which includes his feelings about the situation.

The purpose of communication is the process of creating a meaning. Meanings are not always in the words or the "message"--but in the message SENDER. The focus should be on the person more than the words.

"Restating" (also called Verbalizing Implied Thoughts or Feelings) is one sensitive response or communication tool. This unit will teach you how to use this tool. Please remember that this is only one of many sensitive responses.

I hope you enjoy this unit and find it useful. If you do, a unit on "Reflecting" is also available for your use and others will be forthcoming so that we can all experience more effective communication.

PRACTICE EXERCISE #1

INPUT

Restating is repeating the main idea (thought or feeling) that the individual has fairly obviously implied. This not only assists in verifying your impression but will also help the other person become more fully aware of his feelings.

Restating differs from reflecting in that reflecting is directing back all or part of the words said.

PRACTICE QUESTION #1

1) Select the definition which you think best describes restating.

____ a. Directing back to the other individual all or part of his statement.

____b. Directing back to the other individual the main idea expressed.

____c. Making available the facts the other individual needs.

2) In your own words, write a brief definition of restating.

_____

_____

3) In the space before each statement, place a T for those which are True and an F for those which are False.

____ a. Restating and reflecting are interchangeable.

____ b. Restating repeats the main idea expressed.

____ c. Reflecting is repeating the same or paraphrased words.

PRACTICE EXERCISE #1

FEEDBACK

1) The correct answer is b. a is reflecting and c is giving information.
2) If your statement says that the main idea, feeling or thought is expressed back to the other, you are correct.
3) a is False, b and c are True.

Any questions so far? All our answers agree? If so, you're on your way.

Please go on.

PRACTICE EXERCISE #2

INPUT

Persons may imply, rather than state their thoughts or feelings for many reasons. Maybe they are not able to put their feelings into words, or maybe they lack the confidence to express themselves directly. Whatever the reason, you can encourage them to express themselves further in this area.

A word of CAUTION--Be very careful that you verbalize only what the other person has fairly obviously implied. You do not want to interpret.

RESTATING

RESTATING

RESTATING

RESTATING

PRACTICE EXERCISE #2

PRACTICE QUESTION #2

More practice? . . . ."You feel you don't need any more?"

If you caught that one, you may not. But, just to be sure, try another practice.

1) The following are all sensitive responses. Which is restating?

Statement: "I can't stand that."

Responses:

_____ a. "You can't stand that?"

_____ b. "I'm sorry, I don't follow you."

_____ c. "That makes you angry?"

2) Write a restating response to the following statement. "How can I ever go back after all the things I said?"

_____

_____

3) Now, take a short break. See if you can find someone to have a brief discussion with. Introduce a topic which you think they may have strong feelings about. See if they express their thoughts, feelings or ideas clearly and directly. If they do not, use restating and see what happens. Record as much as you can of your discussion when you return.

_____

_____

_____

_____

_____

_____

_____

PRACTICE EXERCISE #2

FEEDBACK

1) a is reflecting.
   b is clarifying.
   c is RESTATING

2) Possible restating responses might include:
   "You're embarrassed about what you said?"
   "You think they may still be angry with you?"
   Did you have something else that was a thought, feeling or idea?

3) No right or wrong answer. I just hope you had an opportunity to try "restating" out and see how it helps make communication more effective. Did the individual respond differently than if you had just agreed or given the usual response?

If we are still in fairly firm agreement, you are almost ready for your post test. If not, we'd better communicate a little.

PRACTICE EXERCISE FOR OVERALL OBJECTIVE

INPUT

One more thing before you go on to the post test.

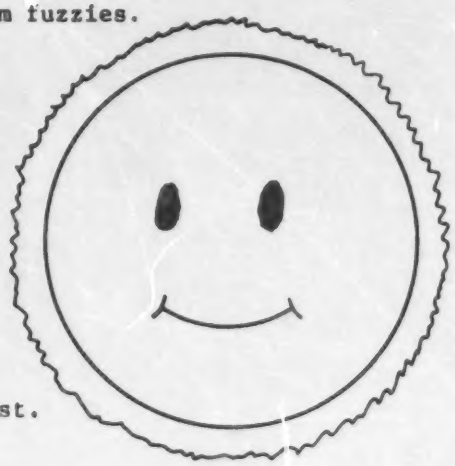
You learned to communicate the way you do now, and you're probably fairly effective. Most of us get by with what we learned earlier. But... just in case you want to improve your effectiveness, I think I can help.

PRACTICE QUESTION

> When you finish this unit will you file away what you have read? I hope not. I would like for you to make the following statement and reaffirm it daily for at least five days.
> "I will use "restating" whenever I have the opportunity to do so." (without seeming obvious)

I believe that if you will do that, it will become a part of the way you interact with others and your communications will not only be more effective but will be more rewarding to you and to those with whom you come in contact.

After all, we all like warm fuzzies.



Please turn to the post test.

POST TEST

1. In your own words define restating.

_____

_____

_____

2. Briefly explain the difference between restating and reflecting.

_____

_____

_____

3. In the following dialogue, underline the response(s) which represent restating.

Sara- "Good morning, Tina, how are you today?"

Tina- "I am so upset, Sara, I don't know what to do."

Sara- "Upset?"

Tina- "Yes, that guy really gyped me."

Sara- "You're really angry with him."

Tina- "Yes I am."

Sara- "Do you want to talk about it?"

Tina- "It won't do any good. It isn't the first time it's happened."

Sara- "Sounds like you're frustrated as well as angry."

4. Write a brief dialogue in which restating is used at least once.

_____

_____

_____

_____

_____

5. Write the statement regarding restating which you will make every day for the next five days.

_____

_____

_____

_____

POST TEST ANSWERS

1. Restating is directing back to the individual the main idea, thought, or feeling they have just expressed (or a similar statement as long as it includes ideas, thoughts, or feelings).

2. The difference between restating and reflecting is that in restating--the main idea, thought or feeling is directed back and in reflecting--all or part of the statement just made is directed back, either exactly as said or paraphrased.

3. The restating responses are:
   Sara- "You're really angry with him." and
   Sara- "Sounds like you're frustrated as well as angry."

4. The dialogue must include at least one response which directs back to the other individual a thought, feeling or idea which they expressed to you.

5. The statement is "I will use "restating" whenever I have the opportunity to do so."

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JUL 17 1981